Section 3. Students’ Evaluations of Teaching

a. Students will evaluate the course and the Instructor for every class section taught at the College.

b. In addition to questions on the standard, college-wide evaluation forms, departments or individuals, in consultation with the appropriate dean, may add questions specific to a department, discipline, or course.

c. Student evaluations of teaching are never the sole measure of an instructor’s teaching performance.

d. In conjunction with other measures or evaluations, student evaluations of teaching are used to assess the teaching performance of members of the faculty.

e. In conjunction with other measures or evaluations, student evaluations of teaching are used to improve teaching performance.

f. Student evaluations of teaching are private personnel documents. Only individuals with a need to know in the context of regular performance evaluations shall have access to a faculty member’s student evaluations of teaching.

Section 3. Students’ Evaluations of Teaching

a. Students will evaluate the course and the Instructor for every class Section taught at the College.

b. Each academic department, unit or equivalent shall develop its own student evaluation instrument, and the appropriate dean (or equivalent) must approve such instrument. A dean (or equivalent), in collaboration with the academic departments (or equivalents) or units (or equivalents) he/she administers, may develop standardized items or questions to be included in all of the student evaluation instruments requiring his/her approval.

c. Evaluations shall be administered to students according to the following rules:

   i) Evaluations shall be completed anonymously, with the Instructor not in attendance.

   ii) The Instructor of a class section shall not have access to the evaluations packet or to individual evaluations for a class section until after grades are submitted for the class section.

d. The results of student evaluations shall be used for assessing the teaching performance of members of the faculty, assessing the value of a course, and assisting members of the faculty in improving teaching performance. Student evaluations shall not be treated as the
sole measure of an Instructor’s teaching performance or the value of a course.

e. To accomplish the purpose of student evaluations and to insure the integrity of student evaluations, the evaluations for a class section shall be:
   i) Shared with the Instructor after grades are submitted for a class section; and
   ii) Reviewed by the appropriate department chair (or equivalent) or dean (or equivalent) in a timely manner before the individual responses for a class section are shared with the Instructor.

Associated changes to the PAF content description for pre and post tenure review

i) PAF contents:
   1) Current Curriculum Vitae
   2) The candidate’s self-evaluation of:
      (a) Teaching and Advising (2 pages maximum plus supporting documentation)
         (i) What were the candidate’s major accomplishments during the review period? This may include changes to the candidate’s pedagogical philosophy.
         (ii) What does the candidate plan to achieve during the next review period? This may include changes to the candidate’s pedagogical philosophy.
         (iii) Supporting documentation, including:
            • Course syllabi
            • A list of courses taught since the most recent review
            • One example of how student performance is evaluated for each course
            • Summary of student evaluations of teaching (written and/or numerical) for each course. Note: Original student evaluations must be placed in the department (or equivalent) office and available to all reviewers.
            • Peer evaluations of teaching if available
            • List of advisees